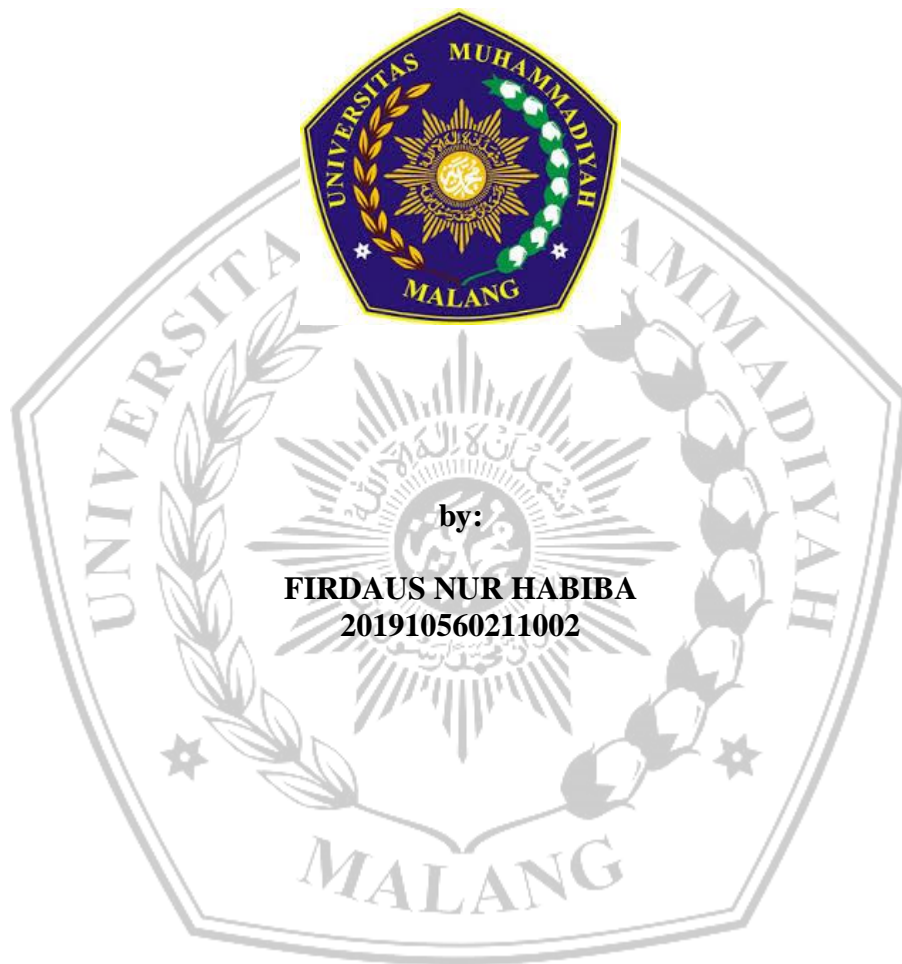


**THE EFFECTIVENESS OF PODCAST TO ENHANCE STUDENTS'
LISTENING SKILL AT SMK TELKOM MALANG**

THESIS



by:

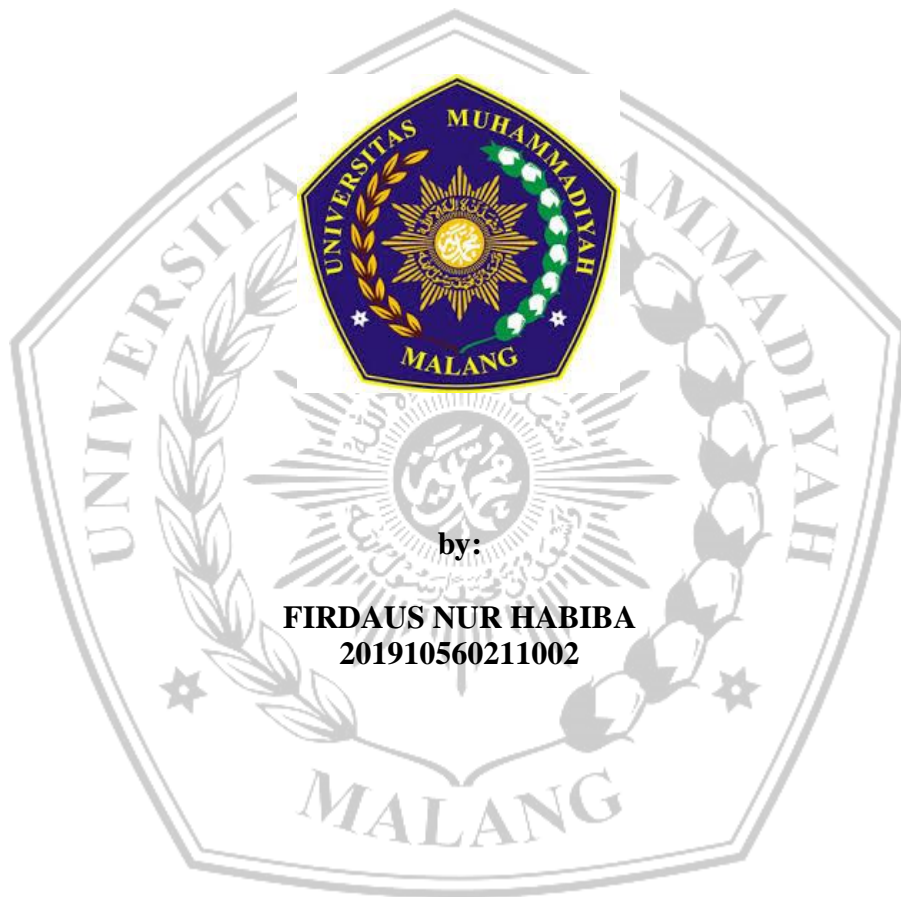
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UNIVERSITAS MUHAMMADIYAH MALANG
April 2021**

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THESIS

In Partial Fulfilment of the Requirement for Master's
Degree of English Education



by:

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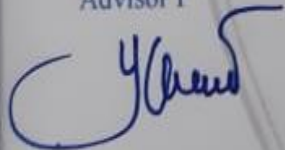
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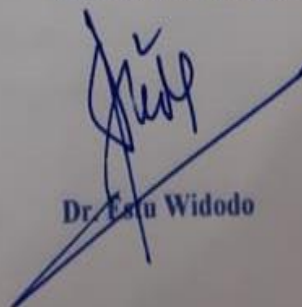
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On Friday, 30th April 2021 and decided that
It has fulfilled the requirements to get
Master Degree of English Education
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LETTER OF STATEMENT

I, the undersigned:

Name : FIRDAUS NUR HABIBA
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Hereby, declare that:

1. The thesis entitled **THE EFFECTIVENESS OF PODCAST TO ENHANCE STUDENTS' LISTENING SKILL AT SMK TELKOM MALANG** is my original work and contains no one's specific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned in the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing my procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang 30 April 2021



FIRDAUS NUR HABIBA

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Alhamdulillahirabbil'amin. All praise be to Allah for His innumerable blessing which enables me to finish this thesis. I eventually did it.

The aim of this study is to know the effectiveness of podcast in enhancing the listening skills of SMK Telkom Malang students. This study could give references for further studies to prove the use of podcast as media in teaching English improves students' English mastery. The teacher should encourage the students more in individual learning because language needs a lot of practice to be perfectly mastered.

At the completion of the study, deepest gratitude would be offered to my thesis advisors, Dr. Masduki and Asst. Prof. Dr. Hartono for their immense knowledge, support, and motivation. I am indebted to their assistance and encouragement to solve different technical problems I faced during my thesis writing. My deepest gratitude was also extended to my examiners Dr. Estu Widodo and Dr. Hj. Sri Hartiningsih for their constructive suggestions during my thesis examination. My best friend Dewi Eriana Fadlyn who gave me the idea also deserved to be appreciated for all the kindness and support. Thanks to my friends who helped me and supported me. They are Dewi Eriana Fadlyn, Aditama Melati, Fadhilah Suci Safitri, Andree Rivan, and Ika Yuliana. The last thank is for Setia Aji who gave me big support to finish my master thesis examination. My greatest gratitude is given to my beloved parents, my beloved father Sukwanur Ridho and my beloved mother Nur Melati Suci for all the love and affection given to me. As parents they both give affection to me.

For future researchers, these research results are expected to provide some bases or consideration when they want to conduct similar research. Hopefully, this research could also provide decent resources for future researchers.

The writer

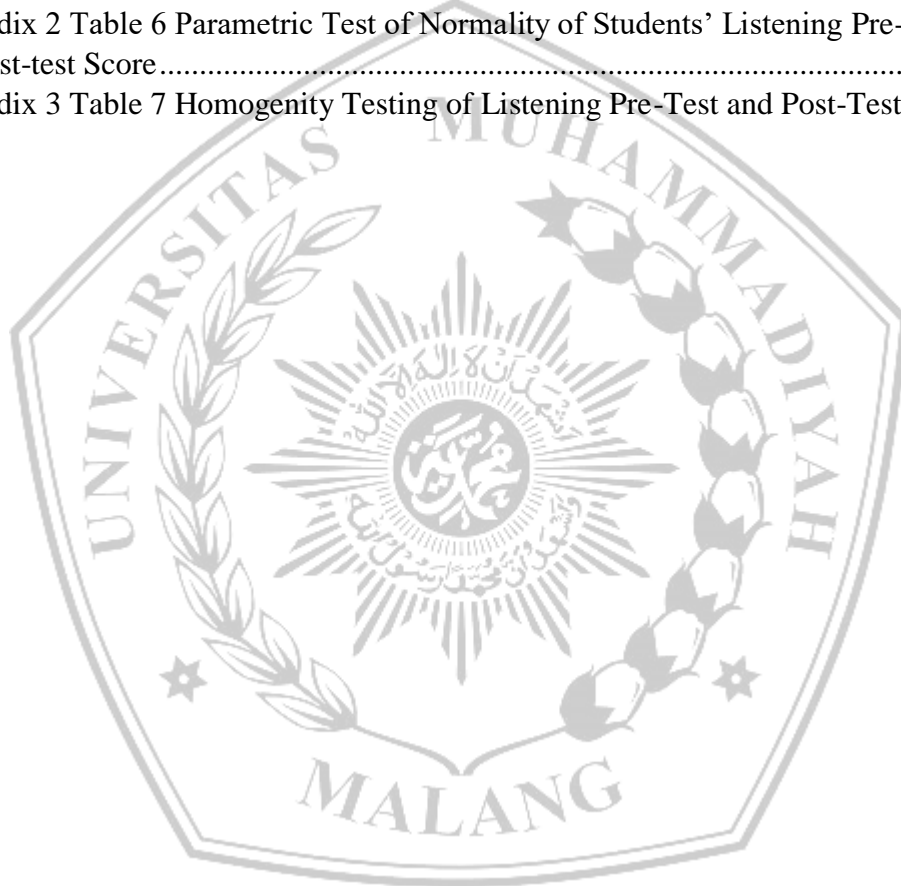
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THE EFFECTIVENESS OF PODCAST TO ENHANCE STUDENTS' LISTENING SKILL AT SMK TELKOM MALANG

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ABSTRACT

The aim of this study is to know the effectiveness of podcast in enhancing the listening skills of SMK Telkom Malang students. This research is applied by using a quantitative approach, specifically quasi-experimental research design, and the data analysis is done by statistical description. The data of the listening test is not normally distributed and not homogeneous so that the researcher conducted the non-parametric test. The hypothesis testing showed that the significant value is under .05 which means the students who use English podcasts achieve better in listening rather than those who do not. It is supported by some previous study that also has a positive effect by using a podcast in teaching listening. The use of media in teaching is necessary since education nowadays needs to explore more about the use of technology to support teaching. Therefore, the online class is conducted during the test and the treatment. In conclusion, the 12th grade students of SMK Telkom Malang, Software Engineering Program achieve better listening skills by incorporating Podcasts into their lesson rather than doing the usual conventional teaching.

Keywords: podcast, listening skill, quasi-experimental

THE EFFECTIVENESS OF PODCAST TO ENHANCE STUDENTS' LISTENING SKILL AT SMK TELKOM MALANG

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui keefektifan podcast dalam meningkatkan keterampilan menyimak siswa SMK Telkom Malang. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif, khususnya rancangan penelitian eksperimen semu, dan analisis datanya dilakukan dengan deskriptif statistik. Data tes listening tidak berdistribusi normal dan tidak homogen sehingga peneliti melakukan tes non parametrik. Pengujian hipotesis menunjukkan bahwa. Nilai signifikannya di bawah 0,05 yang berarti siswa yang menggunakan podcast bahasa Inggris mencapai lebih baik dalam mendengarkan daripada mereka yang tidak. Hal tersebut didukung oleh beberapa penelitian sebelumnya yang juga memiliki pengaruh positif dengan penggunaan podcast dalam pembelajaran menyimak. Penggunaan media dalam pengajaran diperlukan karena pendidikan saat ini perlu lebih mendalami pemanfaatan teknologi untuk menunjang pengajaran. Karenanya, kelas online dilakukan selama tes dan perawatan. Kesimpulannya, siswa kelas 12 SMK Telkom Malang jurusan Rekayasa Perangkat Lunak (RPL) mencapai keterampilan mendengarkan yang lebih baik dengan memasukkan Podcasts ke dalam pelajaran mereka daripada melakukan pengajaran konvensional biasa.

Kata kunci: podcasts, keterampilan menyimak, quasi-eksperimental

INTRODUCTION

This chapter presents the study's background, including previous studies, the statement of the problem, statement of the hypothesis, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

Background of the Study

Communication holds an essential role in life as people communicate every day, and most of the human beings' activities are communicating. In this globalization era, the ability to communicate in English well is essential (Shoar, Abidin, & Pour-Mohammadi, 2011). Communication needs some skills. One of the most critical ones is the people's capacity to obtain the information from what they listen to and then proceed to respond to the information they get. Communication includes systematic and continuous speaking and understanding the process by observing other people through education (Fandrych, 2009). Without the ability to listen effectively, the messages can be easily misunderstood. Listening ability is an essential key to receiving the information from what the students are listening to and then comprehending and processing the information they are getting to get the idea of the information they listen to (Babita, 2013). When the students can understand what they listen to, their comprehension level during the communicating process could be seen. Listening is critical because it indicates the interaction in communication, especially in English communication learning. If the students cannot understand the teacher's material because they cannot listen to it well, the learning process cannot be continued (Saputra, 2014). The students have to understand the importance of listening to have more motivation to learn it.

On the other hand, the teachers still need to provide an entertaining and enjoyable way of teaching listening to facilitate and help their students maintain their motivation, such as using learning media. Listening skill is not passive skill (Field,

2010) as during the communication, the listeners guess, predict, infer, criticize, and, above all, interpret the utterance of their counterparts. That is why listening class needs to be more interactive and attract students' interests to practice their listening skills. Listening is a fundamental receptive skill that includes understanding, predicting, inferring, criticizing, and interpreting the speakers' meaning (Renukadevi, 2014).

Even though listening needs to be mastered, there are problems in teaching listening (Darwis, 2016). In Indonesia, the listening curriculum is not emphasized since most teachers emphasize reading, speaking, and writing skills (Adnan, 2012). Besides, there is also a cultural judgment that someone is considered to have English mastery if they can speak fluently. Even if listening is also vital in communication, yet most people could not care less. The teaching curriculum in Indonesia at the Vocational High School level uses the communicative approach method, where students are expected to communicate using English in the classroom. Its application in the school, of course, faces some difficulties and obstructions. English is considered a foreign language in Indonesia and it is not commonly spoken in daily conversation. It will be more difficult for Indonesian students to acquire English compared to those of countries that consider English as their second language like Malaysia or Singapore. There is also a problem regarding students' ability and students' motivation in learning, so that student output in learning also varies. The majority of vocational high schools focus more on learning their majors and English is not their primary focus. However, it should not be forgotten that in this era of globalization, English is desperately needed in many fields of work. When graduated, Vocational High School students need good communication skills that can support their future careers. To have good communication skills, they have to be able to comprehend well what they listen to and interpret the information they get.

Based on the statement above, it is evident that Vocational High School students need to master listening skills. By mastering those skills, the students would have a better opportunity to secure a job in the future. That is why English proficiency is necessary for Vocational High school students. Mastering listening skills means the students can receive and process the information when having a conversation. Sometimes the students do not get what the speakers say since they speak too fast

beyond the non-native speakers' capacity. Besides, the students are rarely exposed to this kind of media during the listening session because Indonesian English teachers mostly are more focused on reading and writing. This study tries to expose the students at the Vocational High School to authentic materials using a podcast as teaching media to train their listening skills.

Six teaching media can be used in teaching listening, including text media, audio, visual, video, manipulative, and people (Smaldino, Lowther, & Russell, 2012). Text media is in alphanumeric characters that display on the textbook, poster, or whiteboard. Audio media is in the form of something that can be listened to like a sound. Visual media includes posters, pictures, photos, diagrams, and so on. Video media includes DVD, computer animation, and so on. The types of audio media are records, tapes, radio, and podcasts (Arcega, 2010). This research uses podcasts as the media for teaching listening. Podcast is a digital platform that can be used effectively for language teaching and learning purposes. The term podcast is made of two words: Pod taken from iPod- the name of famous MP3 player and cast taken from broadcast (Marwaha & Robinson, 2009). Therefore, podcast could be defined as audio or video files on the internet that can be downloaded and listened on a computer or any playback device that supports MP3 files.

Podcast could offer a new opportunity and strategy for teaching and learning. With podcast, students could ruminate and listen again to lectures and conversations to encourage critical analytical approaches (Sze, 2006). Podcast is a rich source for authentic materials that could be utilized in teaching and learning foreign languages (Yeh, 2017). In the Indonesian educational setting, using podcast as teaching media is something new and having something new will always spark the students' curiosity. Besides, the students can easily access the podcast. They can study at home with podcast since the recording could be stored on their devices and replayed anytime. The topics of discussion on the podcast vary and most of them are very close to the students' daily lives, such as sports, games, fashions, gossips, movies, and songs. Students can also choose which podcast topics they want to listen to (Khechine, Lakhal, & Pascot, 2013).

Podcast brings new opportunities for educators to explore the teaching media that are attractive but rarely utilized (Bartoš, 2009). The teachers can use a podcast for sharing their ideas to support the teaching and learning process. Besides, podcasting is said to be an alternative method of learning for students that can help to enhance their listening skills. Using podcast for learning could enable students to manage their own time. It encourages them to learn at a particular time that suits them best, take self-control over their learning, and manage their learning speed during predefined lecture times (Patten, Craig, & Valcarcel, 2007). Podcast can be used for lecture recording, independent learning, and project-based learning (Bartoš, 2009). Besides, the teachers can also create a podcast linked to the learning topics in their classes.

This research focuses on the students' listening skills using podcast as a tool to enhance students' listening skills at SMK Telkom Malang. Podcast is rarely used in the Indonesian educational setting, and most educators have not been aware of its advantages. Consequently, podcast now is an unpopular tool for learning. This research would use podcast as an experimental treatment to enhance students' listening skills. The students would be asked to listen to the podcast and get the information from it. In Vocational High School, especially during the listening session, most students do not understand what they are listening to (Madani & Kheirzadeh, 2018). The students, especially the 12th graders of the Software Engineering Program, need to master listening well because they will need to find a job after graduating. They will need communication skills when talking with their bosses, colleagues, or costumers in the workplace. Therefore, training listening ability is essential for the students, and podcast could enhance the students' listening skills.

Statement of The Problem

Based on the background presented previously, the statement of the problem is formulated as follows: Do the SMK Telkom Malang students achieve a higher score in listening after the implementation of the podcast than those who do not use podcast?

Statement of Hypothesis

The research hypothesis: Students who are taught using podcast achieve better than students who are not taught using podcast.

Purpose of The Study

Based on the research problem, the study aims to know whether students who are taught using podcast achieve better than the students who are not taught using podcast.

Significance of the Study

Practically, this study is expected to give benefits to English teachers. From the research, it is expected that the teachers would be aware that podcast could be utilized as the material source to train students' listening ability in English class, especially for students at Vocational High School.

Theoretically, this research could be used as the basis or consideration for future researchers that are about to conduct research in a similar field. It is also expected that this research could help future researchers by providing resources for their study.

Scope and Limitation of the Study

This research focused on the effect of podcast to enhance students' listening skills. The research subjects were the 12th graders of the Software Engineering Program at SMK Telkom Malang. The object was limited to the students' listening scores in pre-test and post-test using podcast and non-podcast.

The test used to measure listening scores in this study was adopted from students' English book that was suitable for the Vocational High School curriculum. The listening tests for pre-test and post-test were related to their materials.

Definition of Key Terms

In this research, listening is defined as the key to all effective communication. Listening is defined as the skill to understand messages in the spoken discourse. Without the ability to listen effectively, messages are easily misunderstood (Mundhe, 2015).

In this research, podcast is defined as an audio file similar to a radio broadcast that can be downloaded and listened to on a computer or MP3 player (Huann & Thong, 2006). Podcast is used as a tool to enhance students' listening skills.

In this research, concept of effectiveness is defined as in quantitatively it shows significant different in control group and experimental group. If experimental group shows significant progress compare to control and the analysis data is high, it means the treatment is effective. In qualitatively effectiveness is defined as the capability of students' in listening skill to understand spoken discourse.

REVIEW OF RELATED LITERATURE

This chapter presents the literature review, which consists of the teaching of listening, the media in teaching listening, and the use of podcast in the teaching of listening.

The Teaching of Listening

The study took place in SMK Telkom Malang grade 12th of Software Engineering Program. Listening skill is necessary for Vocational High School students since after graduating, most of them will have to deal with the customers. They need to apply their listening skills to understand customer needs and provide good communication. Even if their customers or colleagues at the workplace would not use English in their daily conversation, there would be some possibilities that they would need to converse in English.

One of the problems with teaching listening for Vocational High School students is that they feel that listening is unnecessary because they believe that the skills they need the most should be related to their respective major. However, due to globalization, today's generation must possess at least a basic capacity to communicate in English. There would be certain conditions that force them to use English in the workplace. Hopefully, podcast as an alternative listening material could enhance their English learning motivation that later would develop their listening ability as they would not have much opportunity to learn English, let alone listening, in school.

Listening comprehension covers the comprehension abilities enhancement in understanding the language process while listening to learn or acquire the target language relates to the production of new meaning and form linking and then repeating the meaning and form linking. Listening to learn training helps the students be ready to pay more attention to the language's syntax and lexis through listening. Therefore, teachers should view listening skills to enhance language acquisition rather than comprehension (Yeh, 2017).

Listening materials should be based on a wide range of authentic materials, including monologues and dialogues (Richards, 2008). Real-life listening materials would help the students be motivated highly to reach the learning objectives since language is a social phenomenon and authenticity is its essential part. This research uses podcast as a tool to enhance students' listening skills. Podcast is easy to access and students can listen to it anywhere without direct guidance from their teachers. The students are allowed to use the electronic devices they have and play the podcast at any time. As the teacher's task is to give direction, assignment, and material, then the learning process solely depends on the students' activeness and effort. Therefore, it could be concluded that this research applies to the student-centered learning approach.

The Media in Teaching of Listening

The media used in this research is podcast. Podcast is a recorded dialogue or monologue that can be downloaded from the internet and listened to on an MP3 player. Another definition by The Podcast Host is that it is a spoken audio episode like a Talk Radio, but the listeners should subscribe to it on their smartphone and listen to it whenever they like (Khechine, Lakhal, & Pascot, 2013). Podcast is rarely used in Indonesia's educational settings and very few educators are aware of its functions. However, a growing number of educators in many countries start to appreciate its role as one of the media for teaching listening. Since learning English in Indonesia is mainly based on textbooks, many students lack listening materials as their teachers focus on textbooks. This research tried to utilize podcast as a teaching medium for the experimental group whereas the control group would be given non-podcast treatment.

The use of podcast as the source of listening materials in Vocational High School potentially encourages the students to learn English better instead of having conventional learning using the textbook that might bore the students. There are many advantages of having podcast for learning and one of those is it offers flexible learning opportunities (Zulfikar et al., 2019). The students do not have to use a computer every time as they could also use their mobile phone, MP3 player, or any electronic device to play the podcast. Audio files can be easily and inexpensively being created and

uploaded to podcast hosting platforms, such as Spotify, Noice, Apple Podcasts, Google Podcasts, and Soundcloud. The podcast shows excellent potential for English learning since it brings new media for teaching. A study discovered that the learners had been enthusiastic when they used podcast for learning (Darwis, 2016). The use of podcast has a positive effect on students' listening since it enhances their listening skills. It correlates with the other research that suggests podcast could be a valuable tool in improving listening skills (Darwis, 2016; Kavaliauskienė, 2008; Sze, 2006; Yeh, 2017). The teacher can also use podcast as efficient, effective, and engaging media in the teaching and learning process (Shoar, Abidin, & Pour-Mohammadi, 2011).

One of the weaknesses of using podcast as media of listening in Vocational High School is the students need to have gadgets with good internet access. As a solution to this obstacle, it will be better if the school has a language center that provides multimedia devices with internet access. When dealing with podcast, gadgets and the internet are crucial and so much needed (Darwis, 2016; Farshi & Mohammadi, 2013). Another one is that when listening to a podcast, the students need to be very focused and they must spare some of their time listening to it. Another possible technical problem is that some students find it challenging to understand the point references and phrases and they got problems referring back to certain parts they have missed (Zulfikar et al., 2019). Next, several students have problems with podcasts with long duration. It is found that students, in general, would get bored and lose their focus when listening to a podcast that runs for more than 5 minutes (Bolliger, Supanakorn, & Boggs, 2010; Darwis, 2016; Li, 2010). Instead of giving the students the freedom to choose the podcast, it would be better if the teachers provide the podcast material for learning so that the students could follow the whole conversation in an appropriate duration and with the availability of the transcript (Bolliger, Supanakorn, & Boggs, 2010; Copley, 2007; Darwis, 2016; Li, 2010).

The Use Podcasts in The Teaching of Listening

This research focused on enhancing the Vocational High School students' listening skills by using the podcast and making them aware that they could learn and improve their listening skills using the podcast as an alternative medium of learning.

There are some studies on the implementation podcast for teaching listening. One of those was conducted at SMP Muhammadiyah 1 Way Jepara (Saputra, 2014), where the researcher experimented with podcast and movie for the listening session. The study discovered that podcast is more effective than movies to teach listening comprehension, and there is an interaction effect between the teaching media and different habits on the student's listening comprehension.

Podcast has a significant impact on the students' listening comprehension (Madani & Kheirzadeh, 2018). In their research, the students were given the questionnaire and the results showed that they had more interests in the podcast as it provided authentic materials, exciting activities, and meaningful tasks that eventually motivated them more in learning. It is in line with the purpose of this research in the first place that is to provide a medium that can encourage the students' willingness to train their listening ability since it is one of the essential factors for adequate communication skills.

Other research showed that using podcast for teaching listening skills is more effective than using traditional media, such as tape recorder or CD and other conventional devices (Syofianis, Marhamah, & Oktasari, 2015). By utilizing podcast, the students would have more time to practice by themselves and be more focused on listening skills training. The students could practice their listening ability at home using podcast since its content is mostly authentic. The term authentic in this sense means the materials discussed on the podcast are taken from daily life with the topics that the students could relate to. The possibility of independent learning makes podcast a reliable learning tool as language learning needs a continuation action. Learning English in school is not enough, and the students need to continue practicing by themselves at home if they want to acquire English skills correctly. In this matter,

podcast can be the best option as a media used for individual learning since it is easy to access due to many applications and websites provide it for free.



RESEARCH METHOD

This chapter presents the research method, population, sample, and sampling technique, instruments which consist of podcast and listening test, data collection procedure, data analysis which include a description of the data, the fulfilment of statistical calculation, statistical hypothesis establishment, and criteria of rejection or acceptance the null hypothesis.

Design of the Study

The study applied a quasi-experimental research design as it describes the quantitative degree to which variables are related. Experimental research measures the effect of one manipulated and controlled (independent) variable on another (dependent) variable (Latief, 2015). The quasi-experimental research design was chosen since the students had already been grouped into several classes and it was impossible to make new classes for this research.

Variables

The independent variable is the use of podcast for teaching and the dependent variable is the students' listening skill.

Population, Sample, and Sampling Technique

The target population was Vocational High School. The accessible population was SMK Telkom Malang. There were two departments at SMK Telkom Malang, the Computer and Network Engineering (TKJ) and the Software Engineering Program (RPL). In 12th grade, there were 532 students divided into two majors, seven classes of RPL and six classes of TKJ.

The sample was chosen purposely with a requirement that the two classes used as the samples should have equal academic achievement in listening. The classes were selected after interviewing the teachers and examining the student's scores in listening. The two classes then were randomly selected to assign which one to be the experimental group and which one became the control group.

Data Collection Procedure

This study's data are in the form of numerical data which were taken from the students' listening test. The data were taken from both the experimental class and the control class.

Instrument

The listening test was in the form of an objective test. The material tested was related to the students of 12th graders materials. The test was administered in the form of a pre-test and post-test. The pre-test was given before treatment, and the post-test was given after treatment. There were four parts of the listening test: Part I, Part II, Part III, and Part IV.

In Part I, the students listened to some dialogues and questions followed by five possible answers. In Part II, the students listened to some incomplete conversations followed by four possible answers. In Part III, the students listened to some monologues followed by five different pictures and then they should decide which one would be the most suitable for the monologue. In Part IV, the students listened to some monologues followed by five possible answers.

The next step was developing the lesson plans for the experimental group that used podcast as teaching media. There were five meetings conducted. In the experimental group, the pre-test was administered during the first meeting, while the treatment was given during the second, third, and fourth meeting. The post-test was conducted during the last session. In the control group, the pre-test was undertaken during the first meeting, while in the next second, third, and fourth meeting, the

materials based on the schoolteacher's lesson plan were given. The post-test for the control group was administered during the last session.

Treatment for experimental Group

The treatment for the experimental group is summarized in the following table:

Table 1 Treatment for Experimental Group

Meeting	No	Teacher's Activity	Student's Activity
1	1	Playing the audio for the pre-test	Before starting the class, the students do pre-test listening
	1	Playing the podcast that could be repeated once or a few times.	Discussing answers with partners or in a small group.
	2	Giving the questions to engage on the board, such as: <ol style="list-style-type: none"> 1. What is the episode about? 2. Who is speaking? 3. What are they talking about? 4. What is the general mood of the conversation? 5. Where are they? 	
2	1	Introducing new vocabularies related to the podcast and creating a glossary of the new words.	Using a dictionary as guidance while listening to the podcast.
	2	Providing the transcript of the podcast as a cloze activity with	Filling in the blank with the correct vocabulary.

Meeting	No	Teacher's Activity	Student's Activity
		blank spaces where the key should be.	
3	1	Asking the students to play vocabulary bingo games.	Recognizing vocabulary words using the game of Bingo.
	2	Teaching key vocabulary and choosing a podcast that uses those words. Then, creating bingo sheets based on the key vocabulary.	Finding one word, they are crossing off that square. If the students get five squares in a row, they win.
4	1	Playing the podcast, then students must listen for the phrases.	
	2	After doing a game, the teacher begins a class discussion or conversation.	Asking the students to summarize what they hear, then asking about the podcast content. Do they agree or disagree? Why? Do they think there is a problem? What is it?
5	1	Introducing and teaching grammar points.	Listening to the podcast and providing a multiple-choice sheet and circling the instance of the target grammar they hear.
	2	Introducing the aspect of pronunciation by playing the podcast	Trying to repeat the record.
	3	Playing audio for the post-test.	After the class discussion, students do a post-test.

Treatment for Control Group

The treatment for the experimental group is summarized in the following table:

Table 2 Treatment for Control Group

Meeting	No	Teacher's Activity	Student's Activity
1	1	Playing the audio for the pre-test	Doing the pre-test listening before starting the class
	2	Continuing the discussion about material today	discussion
	3	Playing the audio listening that can be repeated once or a few times.	Choosing one of five possible answers based on what they have heard
	4	The teacher playing the listening section for Part I which is about the dialogues and questions	
2	1	Continuing listening section in Part II which contains incomplete dialogues	Choosing one of four possible answers based on what they have heard
	2	The teacher playing the listening section for Part II about monologues	
	3	Discussing the answer and Part II monologues	
3	1	Playing the audio listening that could be repeated once or a few times.	Choosing one of five possible answers based on what they have heard
	2	The teacher playing the listening section for Part III about choosing the picture based on the monologue	

Meeting	No	Teacher's Activity	Student's Activity
	3	Discussing the answer Part III picture and monologues	
4	1	Playing the audio that can be repeated once or a few times.	Choosing one of four possible answers based on what they have heard
	2	The teacher playing the listening section for Part IV about the dialogues and questions	
	3	Continuing listening section in Part IV containing incomplete dialogues	
	4	Discussing the answer and Part II monologues	
5	1	Playing the audio listening that could be repeated once or a few times	Choosing one of five possible answers based on what they have heard
	2	The teacher playing the listening section for the News Items about the dialogues and questions	
	3	Discussing the answer and Part II monologues	
	4	Playing the audio for the post-test	

Data Analysis

The data analysis covers scoring the students using the answer key of the listening test, the fulfilment of statistical calculation, statistical hypothesis establishment, criteria for rejection or acceptance of the null hypothesis. To analyze the data, this study applied the ANCOVA.

1. Description of the data

After scoring and computing the final score of listening tests, the data needed to be described using descriptive statistical analysis. The objective of using descriptive statistical analysis was to make the data easier to understand and to explain. The data were also presented in the form of tables.

The study involved 74 students divided into two groups, with a total sample of 37 students each. Group 1 that was given treatment, hereinafter is referred to as the experimental group, and group 2 that was not given treatment, hereinafter is referred to as the control group. Data were collected twice, before (pre-test) and after (post-test) treatment. The following is a description of the study results using the mean value and standard deviation of each treatment group indicated by Table 5 (Appendix 1).

2. Fulfilment of statistical assumption examination

Parametric tests are a significance test that assumes a particular distribution of the data (usually the normal distribution), assumes an interval level of measurement, and assumes homogeneity of variances when two or more samples are being conducted (Garson, 2012). Parametric tests are more valid when performed on data with a normal distribution (Webster, 1979). Meanwhile, when the data are not normally distributed, then the parametric test could not be applied. A non-parametric test should be used if the data are not normally distributed.

This research applied the data normality test to the results of the pre-test and post-test of each group. The data normality test was carried out using the Shapiro-Wilk test indicated by Table 6 (Appendix 2).

The data normality test results using the Shapiro-Wilk showed a significant value in the experimental group of .235 and the control group of .041. These results indicated that the experimental group pre-test data were normally distributed ($\text{Sig} > .05$), while the control group pre-test data were not normally distributed ($\text{Sig} < .05$). The data normality test of the post-test results obtained a significant value in the experimental group of .000 and the control group of .025. These results disclosed that

the experimental group's post-test data and the control group were not normally distributed (Sig <.05).

Next, the homogeneity of variance test was applied to the results of pre-test and post-test. The data homogeneity test result using the Levene test is shown in Table 7 (Appendix 3). The homogeneity of variance test obtained a significant value in the pre-test data of .023 and the post-test data of .010. These results indicated that the pre-test and post-test data did not have a homogeneous variance between treatment groups (Sig <.05).

3. Statistical hypothesis establishment

Hypothesis is a suggested answer to the problem. The aim of testing a hypothesis is to determine the probability that it is supported by the fact (Tuckman, 1978:33). Two kinds of hypotheses must be established: null hypothesis and alternative hypothesis. The null hypothesis of this study is formulated below.

$$H_0: r_{xy} = 0$$

Null hypothesis (H_0): There is no difference in the listening skill between those who receive podcast and those who do not.

The alternative hypothesis of this study is formulated below.

$$H_1: r_{xy} \neq 0$$

The alternative hypothesis (H_1): Students using English podcast achieve better in listening.

4. Criteria of rejection or acceptance the null hypothesis

This research then tested the hypothesis after finding the results of the tests. It aimed to know the effect of using an English podcast on the students' listening skills.

The significance level was set at .05, so when the results were calculated using SPSS 22 and if it found out that the significance level result was under .05, then the null hypothesis would be rejected. On the other hand, if the calculation found out that the significance level was above .05, then the null hypothesis would be accepted.



FINDINGS AND DISCUSSION

This chapter presents the findings related to the effect of the podcast to enhance student's listening skill. To see the effect, some statistical calculations are presented. Then, the discussion follows the finding.

The Results of the Data Analysis

1. The Students' Listening Skill Prior to the Treatment

The students' listening mastery before the implementation of the treatment was below school average. From the result of the analysis, it was found that mean score of pre-test in experimental group was 67.351. Meanwhile, pre-test in control group was 60.757 reached lower mean as seen in Table 3 below.

Table 3 The Result of ANCOVA for the Pre-Test Scores

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini mum	Maxi mum
						Lower Bound	Upper Bound		
Pre test	Experi ment	37	67.351	15.7907	2.5960	62.086	72.616	32.0	92.0
	Control	37	60.757	20.6309	3.3917	53.878	67.635	24.0	96.0
	Total	74	64.054	18.5442	2.1557	59.758	68.350	24.0	96.0
Post test	Experi ment	37	87.514	1.9382	.3186	86.867	88.160	85.0	90.0
	Control	37	84.703	2.8758	.4728	83.744	85.662	80.0	90.0
	Total	74	86.108	2.8166	.3274	85.456	86.761	80.0	90.0

The students listening score before the treatment could be seen in the table above the pre-test score of experimental group and control group had different means

value. The post-test score of experimental group and control group had different means value. It could be concluded that in each groups had two scores with different means which made the ANCOVA test was used as a tool to analyse the data.

2. The Effects of Podcast in Teaching Listening

The analysis of data to describe the use of podcast to enhance students' listening skill was proposed to provide the evidence to answer the research question and to test the hypothesis. To answer the research problem whether the use of podcast enhance students' listening skill than who do not use podcast, an Analysis of Variance was used. The means of the post-test scores of experimental group and control group was computed, and the result of pre-test scores of experimental group and control group were involved in the ANCOVA.

In relation to these means score of the two groups, it was concluded that the hypothesis is significance different between the mean score of experimental group and control group which in the experimental group using podcast as a media to enhance students' listening skill. The results of the ANCOVA test on the post-test after the treatment of the experimental group and the control group are shown in Table 7 below.

Table 4 ANCOVA Pre-Test and Post-Test Listening Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	148.239 ^a	2	74.120	12.213	.000
Intercept	40101.124	1	40101.124	6607.579	.000
Pre	2.077	1	2.077	.342	.560
Groups	135.407	1	135.407	22.311	.000
Error	430.896	71	6.069		

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Total	549260.000	74			
Corrected Total	579.135	73			

The ANCOVA test results compared the post-test data between the experimental and control group obtained a calculated F value of 22.311 with the value of F table of 3.976 and a significance value of .000. these result showed that the F value is bigger than F table and a significance value less than .05 ($\text{sig} < .05$) so it indicated that there was a significant difference in the post-test data between the experimental group and the control group. Judging from the results of descriptive statistics, the average value of the experimental group was 87.514 and the mean value of the control group was 84.703 which indicated that the treatment given to the experimental group was proven to be more effective to increase the students' academic achievement compared to that of the control group.

Besides that, it showed pre test from control group was 60.757 and pre test from experimental group was 67.351 which indicated the enhancement of pre test to post test score from control group was 23.496 and the enhancement of pre test to post test score from experimental group was 20.163. Since the differences between two means of the scores is not significant, there is no sufficient evidence to reject null hypothesis the performance on the listening of the two groups is not significantly and statistically different despite the treatment exposed to the experimental grup. It can also be justified that the means of listening using podcast is not significantly higher than that of the group conventional listening class.

Discussion of Findings

The finding shows that there was a significant difference in academic achievement between the experimental and control group. It means podcast could be

effectively used as a tool to promote listening skills. Hence, several factors might explain the findings. First, the experimental group members were accustomed to using the podcast as the media of learning. It was accessible and they were familiar with the use of podcast as online media and could independently train their listening skills. The students are used to listen the native speakers while they are listening to the podcast. The students can understand and adjust the speed and the pronunciation of the speakers. Therefore, podcast could be beneficial in educational settings since most students are familiar with technology and have easy access to the internet (Sanjana, 2014). An example of a popular interactive podcast is The Walking Classroom combined with listening to a custom-written podcast (Goldman, 2018). It could bring benefits in education and become pure entertainment, a distraction, and provide learning benefits.

After applying the treatment for the experimental group, the data analysis showed that the students' listening skills were improved. It implied that podcast could help students enhance their listening skills, facilitate them to do self-learning, and be more focused on the online class's essential aspects. Using podcast, they could achieve efficiency in listening and speaking skill. Students consider podcasting is necessary to support their studying (Tynan & Colbran, 2006). Besides, it can help them learn English and motivate them during classroom activity (Darwis, 2016).

Third, as the test and the treatment were conducted online, this could lead to some students not joining the online class. This happened because they were lazy, did not have a good internet connection, or did not have laptops or mobile phones. One of the differences of this research from previous research is that in this research, the classes were conducted online due to the pandemic. Therefore, providing learning media that could be easily accessed by the students online is essential. In conducting the experimental group class, Learning Management System (LMS) was applied to provide the materials that could be downloaded later through the provided links. Another finding is that podcast could improve and develop the students' listening habits. It is stated that podcast is more fun than textbooks (Li, 2010). To sum up, this research intended to provide the students with more enjoyable media to learn and are easy to access.

Also, as could be seen also the confounding variables from the score pre test to post test in control group was higher than the score pre test to post test in experimental group. It was because the students in control group used to do the listening comprehension test, so they were familiar with the test rather than the students in experimental group.

Theoretically, this study could give references for further studies that listening skill that the students should master, but in order to achieve that, the teacher needs to be more creative, primarily when the class is conducted online with enjoyable media and activities so the students could not get bored with the online classes also, there are many studies have already proved that the use of podcast as media in teaching English could improve students' English mastery. The teacher should encourage the students more in individual learning because language need a lot of practice to be perfectly mastered. The students cannot only depend on the lesson they got on the school but they also practice by themselves at home. Since podcast is a media that can be easily accessed, the student would not have many troubles in looking for it.

Pedagogically, the research findings are expected to provide relevant references to help students practice the full range of listening skills necessary to modern teaching media like podcast. The use of such media in this era is very needed by the teacher and the students. The educators need to explore the podcast as an alternative teaching media while the students can also explore podcast to discover learning sources by themselves.

CONCLUSIONS AND SUGGESTIONS

This last chapter deals with the conclusions of the research findings and suggestions for English teachers and future researchers.

Conclusions

From the findings, it could be concluded that two steps should be done to know whether the test is using a parametric test or a non-parametric test, normality and homogeneity. In a normality test using SPSS 22, it was found that the data was not normally distributed because the significance level was lower than .05. In a homogeneity test using SPSS 22, it was found that the data was heterogeneous as the significance value of homogeneity was lower than .05. Next, a non-parametric test was applied to determine the effectiveness of teaching listening using podcast by non-parametric tests.

After the data were analysed with SPSS 22, it was discovered that the Sig. value in hypothesis testing of normality and homogeneity was lower than .05. It fulfils the hypothesis statement if the Sig. value is below .05, and then the null hypothesis is rejected. In conclusion, the 12th grade students in the experimental group at SMK Telkom Malang achieved better in listening. Since the differences between two means of the scores is not significant, there is no sufficient evidence to reject null hypothesis the performance on the listening of the two groups is not significantly and statistically different despite the treatment exposed to the experimental grup. It can also be justified that the means of listening using podcast is not significantly higher than that of the group conventional listening class.

Since the experiment was conducted online, many students did not regularly join the class and did not do the tests and the tasks well. However, learning with podcast gave them the benefit of independent learning as they could download the LMS material on their own.

Suggestions

For English teachers, podcast could be an excellent and rich source of media for teaching listening. Besides, the teachers should also explore teaching with media, primarily when the class is conducted online. For future researchers, these research results are expected to provide some bases or consideration when they want to conduct similar research. Hopefully, this research could also provide decent resources for future researchers.



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APPENDICES

Descriptive Statistical Analysis

The data of students' listening pre-tests and post-test score were calculated using SPSS 22. In the following Table 4.1, the descriptive analysis of students' listening pre-tests and post-test scores data is shown.

Appendix 1 Table 5 Descriptive Statistical Analysis of Students' Listening Pre-tests and Post-test Scores

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Pre test	Experimental	37	67.351	15.7907	2.5960	62.086	72.616	32.0	92.0
	Control	37	60.757	20.6309	3.3917	53.878	67.635	24.0	96.0
	Total	74	64.054	18.5442	2.1557	59.758	68.350	24.0	96.0
Post test	Experimental	37	87.514	1.9382	.3186	86.867	88.160	85.0	90.0
	Control	37	84.703	2.8758	.4728	83.744	85.662	80.0	90.0
	Total	74							

Total	7	86.10	2.8166	.3274	85.45	86.76	80.0	90.0
	4	8			6	1		

Data Normality Test Results

Appendix 2 Table 6 Parametric Test of Normality of Students' Listening Pre-tests and Post-test Score

Groups		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre test	Experimenta	.113	37	.200*	.962	37	.235
	Control	.149	37	.037	.938	37	.041
Post test	Experimenta	.275	37	.000	.797	37	.000
	Control	.164	37	.013	.932	37	.025

Variety Homogeneity Test Results

Homogeneity testing is conducted to know whether the data from both variables are homogeneous or not. The result of homogeneity testing is presented in Table 4.3 below.

Appendix 3 Table 7 Homogeneity Testing of Listening Pre-Test and Post-Test

	Levene Statistic	df1	df2	Sig.
Pre test	5.435	1	72	.023
Post test	7.022	1	72	.010